

CAMBRIDGE

FINAL DRAFT

4



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4

Series Editor: **Jeanne Lambert**
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SCOPE AND SEQUENCE

UNIT TITLE & ACADEMIC TOPIC	VOCABULARY 	MODELS	
1 ACADEMIC ESSAYS PSYCHOLOGY: CONSUMER BEHAVIOR PAGE 13	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Buy Nothing Day" - Student Model: "The Benefits of Online Shopping"	
2 NARRATIVE ESSAYS HISTORY: IMMIGRATION PAGE 47	Academic Vocabulary Academic Phrases	- Writing in the Real World: "An Immigrant's Silent Struggle" - Student Model: "How I Became a Mexican American"	
3 CAUSE AND EFFECT ESSAYS SOCIOLOGY: EFFECTS OF GEOGRAPHIC MOBILITY PAGE 79	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Moving Is Tough for Kids" - Student Model: "Rural Communities Left Behind"	
4 COMPARISON AND CONTRAST ESSAYS ANTHROPOLOGY: FOOD AND CULTURE PAGE 111	Academic Vocabulary Academic Phrases	- Writing in the Real World: "The Cost of a Global Food Chain" - Student Model: "The Naturally Inferior Choice"	
5 PROBLEM–SOLUTION ESSAYS PUBLIC HEALTH: MEDIA PAGE 143	Academic Vocabulary Academic Collocations	- Writing in the Real World: "The Psychology Behind Cyberchondria" - Student Model: "Social Media, Consumers, and Health Care"	
6 SUMMARY–RESPONSE ESSAYS COMMUNICATIONS: THE INFORMATION AGE PAGE 177	Academic Vocabulary Academic Phrases	- Writing in the Real World: "Overcoming Information Overload" - Student Model: Summary and Response to "Stop Knocking Curation"	
7 ARGUMENTATIVE ESSAYS SOCIOLOGY: SOCIAL INTERACTION PAGE 213	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Dunbar's Number" - Student Model: "Why Girls Should Learn Alone"	
8 TEST TAKING TIMED WRITING PAGE 249		Student Model: 45-minute timed writing response	

All academic vocabulary words appear on the Academic Word List (AWL) or the General Service List (GSL).  All academic collocations, academic phrases, and common grammar mistakes are based on the Cambridge Academic Corpus.

	WRITING SKILLS	GRAMMAR FOR WRITING 	AVOIDING PLAGIARISM	DO RESEARCH
	Thesis statements	Gerunds and infinitives	Citing sources to avoid plagiarism	Developing key words for an Internet search
	Parallel structure Sentence variety	Past tense forms	Common knowledge	Choosing a quotation for an essay
	Paraphrasing Avoiding sentence fragments, run-on sentences, and comma splices	Present perfect and present perfect progressive	Paraphrasing to avoid plagiarism	Choosing a text to paraphrase for support in an essay
	Words and phrases that show similarities and differences Coherence	Appositives	Choosing credible sources	Evaluating Internet sources
	Introduction to summarizing Acknowledging and refuting opposing solutions	<i>It</i> constructions	Time management	Finding up-to-date information
	Language for summarizing Neutral and unbiased language Avoiding overuse of key words	Noun clauses with <i>wh</i> - words and <i>if / whether</i>	Note taking	Taking clear notes to avoid citation mistakes
	Audience and appeal Language for introducing counterarguments and refutation	Complex noun phrases	Citing graphs and charts	Using non-textual sources in research
	Steps for timed writing: • plan time • analyze prompt • brainstorm • write outline • write essay • proofread essay			

TOUR OF A UNIT

ACADEMIC WRITING AND VOCABULARY

1 PREPARE YOUR IDEAS

A Connect to Academic Writing

In this unit you will learn skills to help you compare and contrast ideas. While some of the writing skills that you will use may be new to you, the skill of comparing ideas is not new. In your everyday life you use the skill of comparison to tell someone how a movie is different from the book it's based on, or talk about how you and one of your siblings are similar and how you are different.

B Reflect on the Topic

In this section you will choose a writing prompt and reflect on it. You will develop these ideas throughout the unit and use them to practice skills that are necessary to write your essay. The writing prompt below was used for the Student Model essay on pages 118-120. The student reflected on his topic and used a Venn diagram to see similarities and differences. This helped him think of a possible thesis.

WRITING PROMPT: In U.S. grocery stores, consumers can buy both natural foods and foods with artificial ingredients. Some say that only natural foods are healthy, while others say that foods with artificial ingredients are cheaper, but still healthy. In your view, is one better than the other?

Subject A:
Foods with Natural Ingredients

Subject B:
Foods with Artificial Ingredients

My thesis: In my view, although foods with natural ingredients can be more expensive, their health benefits make them a better choice than foods with artificial ingredients.

1.1 Notice

Work with a partner. Discuss one more similarity and one more difference. Which type of food do you usually prefer? Why? Share your ideas with the class.

112 UNIT 4

Students begin to explore a rhetorical mode and connect it to their everyday lives.

Next, students prepare for their writing by learning corpus-informed academic vocabulary, collocations, and phrases.

1 Academic Collocations

Collocations are words that are frequently used together. Research tells us that the academic vocabulary in Part A is commonly used in the collocations in bold below.

2.2 Focus on Meaning

Read the sentences. Decide the meaning of the phrases in bold and circle the correct answer.

- Among high school students, there is a **popular perception** that joining many school clubs will make their college applications stronger, but some people say that being very active in one club is better. **Popular perception** means
 - the way most people see something.
 - an uncommon belief.
- Being in a **stable relationship** can help people stay sane during stressful situations because they know that they can depend on a partner for support. **Stable relationship** means
 - a difficult relationship that ends quickly.
 - a relationship that lasts a long time.
- The study by the Work and Family Research Center at Boston University presented **strong evidence** that mothers in the workplace were less likely to get promoted than fathers. It documented this trend in companies all over America for ten years. **Strong evidence** means
 - many facts that support many different conclusions.
 - facts obviously leading to a single conclusion.
- Researchers **drew a conclusion** from several studies that all showed the same facts: cyberbullying has the same effects as real world bullying on young people. **Draw a conclusion** means
 - to decide on a single idea based on evidence.
 - to sketch out an idea based on a guess.
- It seems obvious that principals **have the capacity** to change the behavior of their students, but they do not always realize that their impact spreads beyond the classroom. **Have the capacity** means
 - to be unable to do something.
 - to be able to do something.

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ANALYSIS OF TWO WRITING MODELS

Writing in the Real World

The author of "Dunbar's Number" uses features of argumentation to make the article's ideas stronger.

Before you read, answer these questions: How many friends can a person really have? Why do you think so?

Now read the article: Think about your answers to the questions above as you read.



Dunbar's Number

DAWN BRANLEY (ADAPTED)

- In 1992, Robin Dunbar concluded that the maximum number of friends one individual can have is 150. This is now referred to as Dunbar's Number.
- You might be wondering how there can be a maximum limit. Surely we can have as many friends as we wish? Well, Dunbar was talking about real friendships, that is, **stable** social relationships, not mere acquaintances. On average, he says, we have 5 best friends, 15 good friends, 50 close friends and/or family, and a total of 150 friends.
- According to Dunbar, the processing capacity of our brain's neocortex places a biological **constraint** on the number of **stable** friendships we can maintain.
- Many social media users have over 150 friends on their social networking accounts.

acquaintance: a person you know but do not know well
constraint: a part of the brain responsible for feeling and thinking

What does this mean in relation to Dunbar's Number and his **conclusion** that we cannot cognitively manage more than 150 friends?

- As I see it, there are two possible explanations:
 - Social media "friends" are not really friends in the traditional sense. Therefore Dunbar's Number still applies.
 - Social media aids our management of relationships in a manner that frees us from our previous limitations. Therefore Dunbar's Number does not apply in the online environment.
- Gonzales, Perra, and Vespignani (2011) found evidence to suggest that Dunbar's Number still applies in the online world. They found that even though individuals may have more than 150 connections on their social media accounts, they still showed signs of limiting social interaction to around 150 people.

Interestingly, there was plenty of thinking and reasoning in its conclusion as to the fact we cannot think or remember.

Does not apply to personal, religious, or religious.

- In 2009, *The Economist* asked Facebook to find out the average number of friends per user; their answer was 128. This number may surprise you because there is a **popular perception** that many users have many more than this. It's true that some do, but it is interesting to note that the average falls close to Dunbar's Number.
- This all suggests that the cognitive limits to the number of friendships that we can manage still applies even when we use social media to maintain friendships. What seems to be happening is that the term "friend" is not being used on social media in its commonly accepted sense, and that an online friend does not necessarily equate to a true friendship.

People who are members of online social networks are not so much "networking" as they are "broadcasting" their lives to an outer tier of acquaintances who aren't necessarily inside the Dunbar circle. (Haines, qtd. in *The Economist*, 2009)

- Interestingly this has been recognized by one social media platform. Path is an application designed to work as an online journal, which you share with your close friends and loved ones. It was developed in 2010 by a designer who used to work at Facebook. In contrast to many social media sites, Path limits the number of friends a user can have to 150. This is no coincidence since Path was inspired by Dunbar's Number and built with it in mind.
- What are your thoughts? How many social media friends do you have, and how many of these do you perceive as being true friendships? Do you believe you can maintain more than 150 close social connections? In my case, I have fewer than 150 Facebook friends. This has not been a conscious decision based on Dunbar's Number. My Facebook friends are fewer than some users because I choose to be very **selective**. I only add people who I want to communicate with on a fairly regular basis.
- Personally, I think 150 people sounds like a lot of connections if we are talking about fairly close connections. All of this brings me to the **conclusion** that the term "friend" on social media is not a very useful or appropriate one. Perhaps the term "followers" as used on Twitter or "connections" as used on LinkedIn are more accurate than Facebook's "friends" when it comes to defining our social media relationships.

connect: a friend

2.3 Check Your Understanding

Answer the questions.

- What is Dunbar's Number?
- What is the central problem surrounding friends and social media that the author addresses?
- Do you agree with the author's claims about the possible number of friendships? Why or why not?

2.4 Analyze the Writing

Answer the questions.

- Look at paragraphs 6 and 7. Circle the evidence used by the author.
- Look at paragraph 11. Underline the words that show the author's stance on Path topic.

The first model shows students how the rhetorical mode is applied in a real-world setting, helping them recognize that academic writing is all around them.

3 STUDY ACADEMIC WRITING

In Section 1 you saw how the writer of the Student Model reflected on her topic. In this section you will analyze the final draft of her argumentative essay. You will learn how to structure your ideas for your own essay.

Student Model

Read the writing prompt again and answer the questions.

WRITING PROMPT: Single-sex education is a controversial topic in the United States. In your opinion, is it beneficial for students – either girls or boys – to learn in a single-sex classroom?

- What issue is the prompt asking the writer to have an opinion about?
- What reasons could the writer give in support of boys or girls learning in single-sex classrooms? What reasons could she give against them?

Read the essay twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice key features of argumentative essays.

Why Girls Should Learn Alone

- Can learning in girls-only classrooms help girls be more successful? I believe it can. In contrast to coed¹ classes, single-sex education means that only students of one gender will be in a class together. In some countries, all schools are single-sex. In other countries, such as the United States, students can choose a single-sex school only if there is one close by. The number of single-sex schools is rising in the United States, but educators disagree on the benefits of them. Proponents² say that girls-only classes remove the social pressures that girls feel. Opponents say that they make girls less competitive and act stereotypically. In my opinion, girls should learn in girls-only classes because they become more self-confident and perform better in math and science.
- First of all, girls in girls-only classes develop a confidence in themselves that stays with them. When I was younger, I attended a girls-only high school in Ecuador. Without boys in class, we were less shy. We felt free to express ourselves and take risks. Personally, I wanted to participate in class more, and the more I did, the more confident I became. This is true of many of my friends, too, and this confidence remained after we graduated. There is also strong evidence of the effect of girls-only education on confidence in a 2014 report by Linda Sax and her colleagues at the Higher Education

Research Institute of UCLA (HERI). The report compared freshman girls from girls-only schools to girls in coed schools and found a significant difference in confidence in their academic ability, public speaking skills, and computer skills. It is obvious that an all-girls environment leads to success (Sax et al.).

- In addition, girls in single-sex classes do better in math and science and have more positive attitudes toward these subjects. One study in Canada looked at grade differences for girls in the final two years of high school (Shapira and Keating). The researchers compared the effects of girls-only and coed classes on math and science performance. They found that the grades for girls in same-sex classrooms were 5 percent higher than their peers' in coed classrooms. This is a noteworthy difference. The HERI study found that SAT scores on math and verbal skills were over 80 points higher for girls in single-sex education. These girls were much more likely to study engineering. These statistics show that girls-only schools could produce more successful women in the workforce, especially in the areas of technology and engineering.
- Some critics of single-sex classrooms argue that single-sex education is dangerous because it reinforces gender stereotypes.³ In their view, a same-sex environment makes girls and boys emphasize the differences in each other and adopt stereotypical behaviors. In other words, girls act more passively and boys act more aggressively. While it may be true that same-sex grouping has the capacity to make boys and girls aware of differences, we should not draw the conclusion that they behave stereotypically as a result. Some research has shown that, in fact, students behave in a less stereotypical way. Similarly a study by Park, Behrman, and Choi looked at girls in single-sex and coed physics classes. They assigned girls to each class and found that those in the all-girls classroom were less likely to regard physics as a boys' subject, compared to girls who had been randomly assigned to the coed classroom (Park, Behrman, and Choi). In other words, the single-sex environment allowed girls to be free of the limits and expectations that they felt in the mixed gender classroom.

Just as a person of the same age, social position, or abilities is often people in a group, a stereotype is a description of a person or group of people that is usually false or inaccurate.

What mode does the writer use in paragraph 2 to make her point?

- narrative
- cause and effect
- comparison and contrast

In paragraph 3, which piece of evidence is strongest in your opinion? Why do you think so?

How is paragraph 4 different from the previous two paragraphs? Circle its position.

- to explain why girls-only classrooms are dangerous
- to discuss the reasons why people might disagree with her

Underline the sentences in paragraph 1 that give background information on the issue.

- Underline the sentence that states the writer's opinion about the topic. Is she for or against single-sex classrooms?

Answer the questions in the Analyze Writing Skills boxes.

In paragraph 2, which kind of evidence does the writer use to support the topic sentence? Circle all that apply.

- research
- a quotation
- a personal experience

The second model shows a typical assignment from a college writing course. Students analyze this in detail, preparing for their own writing.

THE SKILLS AND GRAMMAR EVERY WRITER NEEDS

4 IMPROVE YOUR SKILLS

In this section you will learn the writing and grammar skills that will help make your writing more sophisticated and accurate.

A Writing Skill 1: Parallel Structure

Writers use parallel structure when a sentence has a list of words or phrases that are all the same form and part of speech. This pattern can involve single words, phrases, or clauses and can be used with different grammatical patterns, which are in bold below. If the part of speech and form don't match, this is not considered good writing. Here are some examples of different kinds of parallel structure:

Adjective phrases:

*Immigration can be **not only very exciting** but **also quite stressful**.*

Verb phrases:

*My father knew he had to **either find work** or **return home**.*

*He had never **spoken English**, **been to a supermarket**, or **eaten fast food** before he came here.*

Clauses:

*Albert Einstein emigrated from Germany **because he wanted to work in America**, **he was worried about the war**, and **his future there was uncertain**.*

4.1 Using Parallel Structure

Read the information. Complete the sentences using parallel structure. You may have to add some words of your own.



- Supreme Court Justice Sonia Sotomayor's parents were born in Puerto Rico. They came to the United States during World War II. During the war, they got married.
Supreme Court Justice Sonia Sotomayor's parents came to the United States during World War II and _____.
- Sonia Sotomayor is the first Supreme Court Justice of Hispanic heritage. She is also one of the youngest Supreme Court Justices.
Sonia Sotomayor is not only the first Supreme Court Justice of Hispanic heritage, but she is also _____.
- Sotomayor graduated from Princeton University. She also received a degree from Yale Law School. She served as editor of the *Yale Law Journal*.
Sotomayor graduated from Princeton University; received a degree from Yale Law School, and _____.

100 UNIT 2

Students develop an extensive skill set, preparing them for every aspect of academic writing.

Students study specific applications of grammar for the writing task and learn to avoid common mistakes (informed by the Cambridge Learner Corpus).

- One kind of cheese which can only be made in Italy is Parmigiano-Reggiano. Parmigiano-Reggiano is a kind of hard cheese. (appositive at end)

Avoiding Common Mistakes

Research tells us that these are the most common mistakes that students make when using appositives in academic writing.

- Remember to use an article for an appositive when necessary.

*Alice Waters is the owner of **Chez Panisse**, ^a California restaurant famous for its organic ingredients.*

- Don't use a relative pronoun in an appositive.

*Big food, **which** the food production industry in the United States, resists movement toward sustainable practices.*

- Always use a comma, a dash, or parentheses with an appositive when it provides extra information.

Americans, ^a a people not often acclaimed for their culinary traditions, are experiencing a watershed moment in their attitudes toward the food they eat.

4.6 Editing Task

Find and correct four more mistakes in the following paragraph.

Because of the United States' special history of immigration, American food has been influenced by cuisines from all over the world. A melting pot, ^a large pot used to melt multiple ingredients together over heat, has often been used as a symbol of American society and culture. It's true that some food considered "American" did not originate here. Hamburgers and hot dogs, very common American sandwiches were brought by German immigrants. Sometimes, food brought by immigrants adapts to American life just as the immigrants do. Chop suey, dish of mixed meat and vegetables in a thick sauce, is served at Chinese restaurants in the United States but was not eaten in China. Mayanise, that a very common American condiment, actually comes from Europe. These are just a few examples of culinary adaptation in the United States.

AVOIDING PLAGIARISM AND WRITING YOUR FINAL DRAFT

Avoiding Plagiarism

It is helpful to take notes when you do research, but keeping track of your sources can be a problem.

I worked hard on the essay I wrote about Bill Gates. I read a lot of articles and took a lot of notes. I thought my paper was good, but my instructor said I plagiarized some information! I guess I mixed my notes with the word-for-word ideas from sources. I didn't mean to plagiarize! I'm really sorry. How can I be better at taking notes? – Ruby



Dear Ruby,

Good note taking does not have to be difficult, but you do need a system to organize your notes. Notes can come from many places, for example, your own ideas, common knowledge, or other sources. If you organize your notes from the beginning, you'll know which ideas are yours and which ones need to be cited. You'll also know which notes are quotations and which ones are paraphrases. The important thing is to have a simple system that you can use for all your notes.

Good luck!

Professor Wright

CREATING A NOTE-TAKING SYSTEM

In order to avoid plagiarizing, you always need to quote your sources. It is important to be able to distinguish between your sources, quoted material, and your ideas in your notes. Organizing your notes from the beginning makes it easier to locate your sources and correctly cite them in your writing.

Here are some suggestions for creating an effective note-taking system.

- 1. Take notes in a notebook, on index cards, or in a document on the computer. Keep notes together. Use a separate page in your notebook, a separate index card, or a new page in a word document for each source. Write all the source information at the top: authors, titles, dates, medium, page.
- 2. When you write down the exact words from a source, write the words in big quotation marks ("..."). Write the word quote after the quotation. Highlight all quotations in the same color, for example, in blue.
- 3. When you paraphrase someone's words or ideas, write the word paraphrase next to the information you paraphrase. Highlight all paraphrases in the same color, for example, in yellow.

SUMMARY-RESPONSE ESSAYS 335

Students learn to acknowledge others' work and ideas and appropriately incorporate them into their writing.

Now fully prepared, students move from brainstorming and doing research to writing their final draft.

DO RESEARCH: CHOOSING A TEXT TO PARAPHRASE FOR SUPPORT IN AN ESSAY

Selecting appropriate texts from credible sources is an important part of doing research. Some credible sources are educational institutions, government agencies, and respected news organizations. You choose texts to paraphrase based on the importance of their evidence, like details, explanations, or examples, and how that evidence supports the main ideas in the body paragraphs of your essay.

Sue needed to choose a text to paraphrase for support in an essay response to this prompt: The populations of most countries are becoming less rural and more urban. What are some reasons for this trend? Read and find out how she did it.

After identifying the main points in my thesis, I read several sources and identified texts with main ideas related to my thesis. Next, I compared the evidence in the texts to see which one provided the best support for my main ideas. Last, I paraphrased the text into my own words and added a citation for the source.



Sue's Results

Thesis statement: Because of the rapid urbanization of sub-Saharan Africa are changes in the environment, increased economic opportunities, and population growth.		
Focus of research: population growth due to rapid urbanization.		
Source	Text	How it supports my point
1. Time, "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" (Bryan Walsh, 2012)	"... the wave of urbanization isn't just about the migration of people into urban environments, but about the environments themselves becoming bigger to accommodate all those people."	shows direct link between population growth & larger cities (more people = more space)
2. http://www.iafdr.org/ , "Urbanization of Africa" (Mithuli Ncube, 2012)	"In the developing world, Africa has experienced the highest urban growth during the last two decades at 3.5% per year and this rate of growth is expected to hold into 2050."	statistic; general reference to African population growth, but no cause/effect given
Paraphrase of chosen text: Sizes of cities are growing in two phases: first, more people move into the cities, and then the city space must grow to fit all of the new people (Walsh).		

5.1 Apply It to Your Writing

Follow the steps Sue took to choose a text to paraphrase for support in your essay.



THE TEAM BEHIND *FINAL DRAFT*

SERIES EDITOR



Jeanne Lambert brings 20 years of ESL classroom, teacher training, and materials writing experience to her role as series editor of *Final Draft*. Jeanne has taught at Columbia University, City University of New York (CUNY), and The New School, specializing in academic writing and English for Academic Purposes. While at Columbia University, she taught writing courses in both the American Language Program and for the School of International and Public Affairs. At CUNY, she co-designed a faculty development program to help high school teachers align their ESL reading and writing curriculum with college standards. She has worked as an ESL Methods Practicum instructor and currently teaches academic writing at The New School.

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ACADEMIC WRITING ADVISORY PANEL

The Advisory Panel is comprised of experienced writing instructors who have helped guide the development of this series and have provided invaluable information about the needs of ESL student writers.

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Leo Kazan, Passaic County Community College, Paterson, NJ

Amy Nunamaker, San Diego State College, San Diego, CA

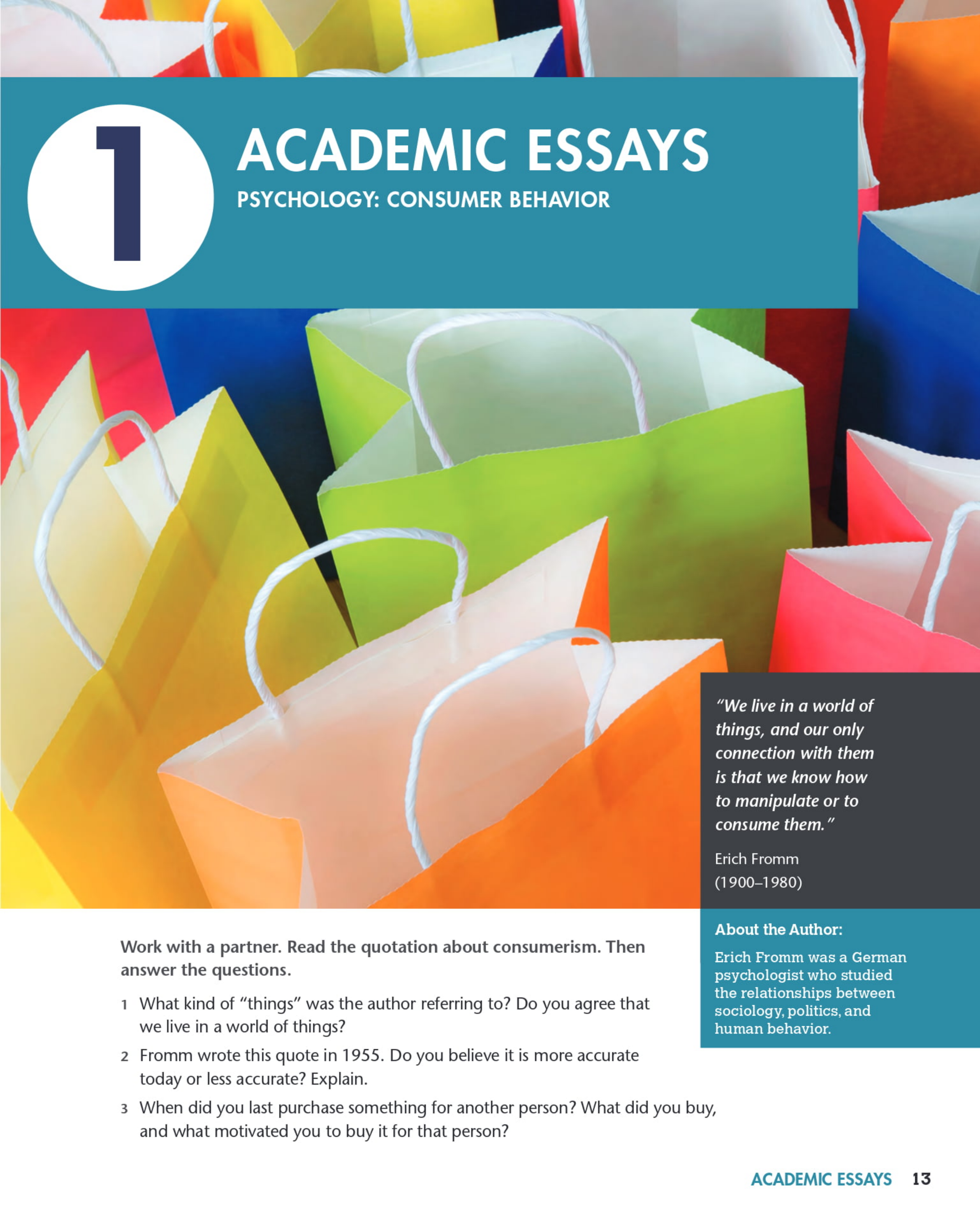
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Final Draft was influenced by the opinions and insights of classroom teachers from the following institutions:

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CANADA British Columbia: Vancouver Island University, VanWest College; **Nova Scotia:** Acadia University; **Ontario:** Centennial College, University of Guelph, York University; **Québec:** Université du Québec
MEXICO Baja California: Universidad de Tijuana
TURKEY Istanbul: Bilgi University, Özyeğin University

A background image showing a collection of colorful shopping bags in various colors like yellow, orange, green, blue, and red, some with white handles, creating a sense of consumerism.

1

ACADEMIC ESSAYS

PSYCHOLOGY: CONSUMER BEHAVIOR

"We live in a world of things, and our only connection with them is that we know how to manipulate or to consume them."

Erich Fromm
(1900–1980)

About the Author:

Erich Fromm was a German psychologist who studied the relationships between sociology, politics, and human behavior.

Work with a partner. Read the quotation about consumerism. Then answer the questions.

- 1 What kind of "things" was the author referring to? Do you agree that we live in a world of things?
- 2 Fromm wrote this quote in 1955. Do you believe it is more accurate today or less accurate? Explain.
- 3 When did you last purchase something for another person? What did you buy, and what motivated you to buy it for that person?

A Connect to Academic Writing

In this unit you will learn skills to help you write academic essays. While some of the writing skills that you will use may be new to you, others are not. In your everyday life, you already use many of the same skills when you tell a story about a recent trip or compare different cell phone plans.

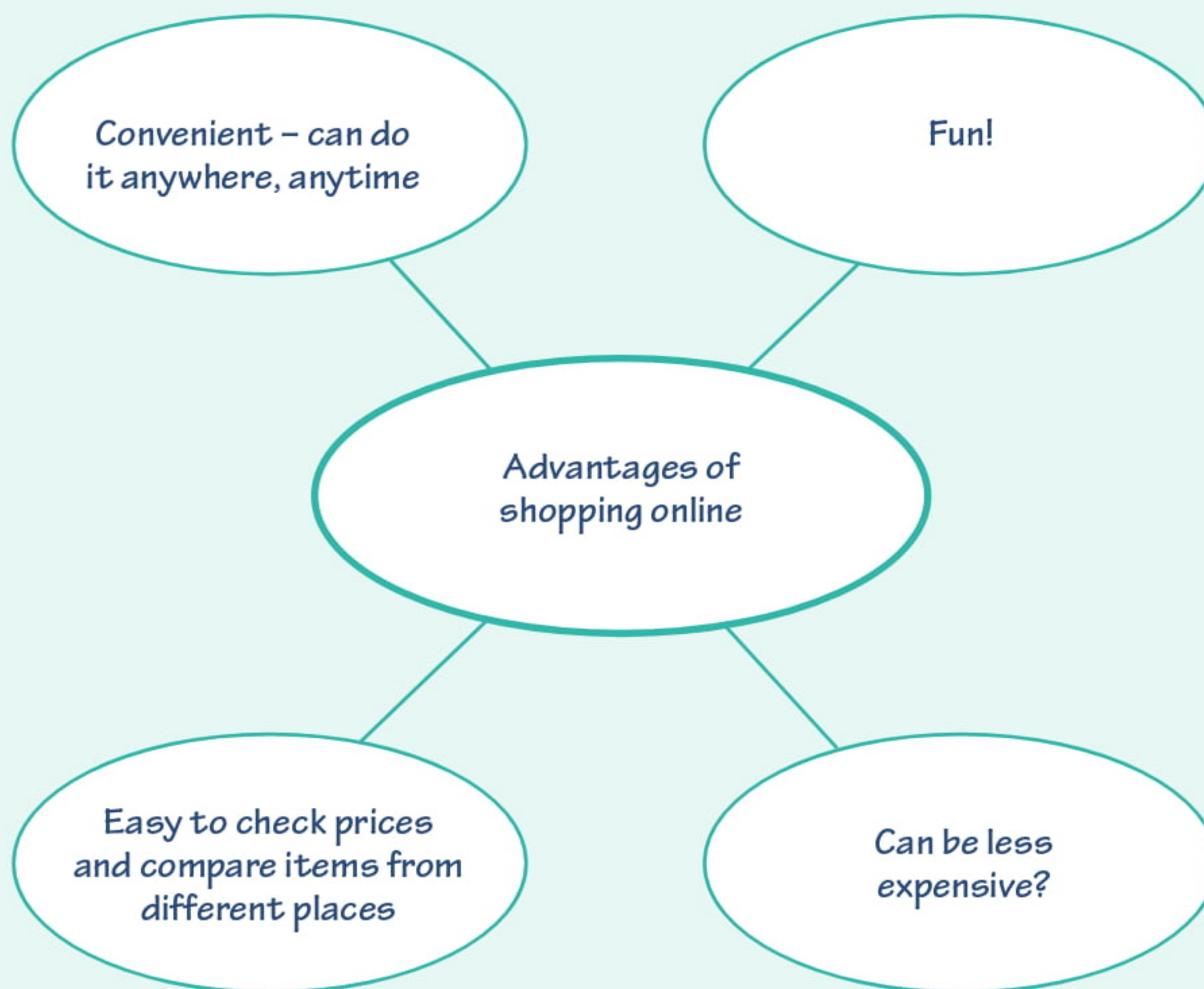
B Reflect on the Topic

In this section you will choose a writing prompt and reflect on it. You will develop these ideas throughout the unit and use them to practice skills that are necessary to write your essay.

The writing prompt below was used for the Student Model essay on pages 20–22. After reflecting on the topic, the student decided to focus on advantages and used a cluster diagram to help generate and organize ideas. This helped her think of a possible thesis.

STUDENT
MODEL

WRITING PROMPT: What are the main advantages or disadvantages of shopping online?



My thesis: *The main advantages are that it is convenient, easy, and can be cheaper.*

**1.1 Notice**

Work with a partner. Choose one of the ideas in the cluster diagram. Take turns explaining to your partner why you agree or disagree with it.

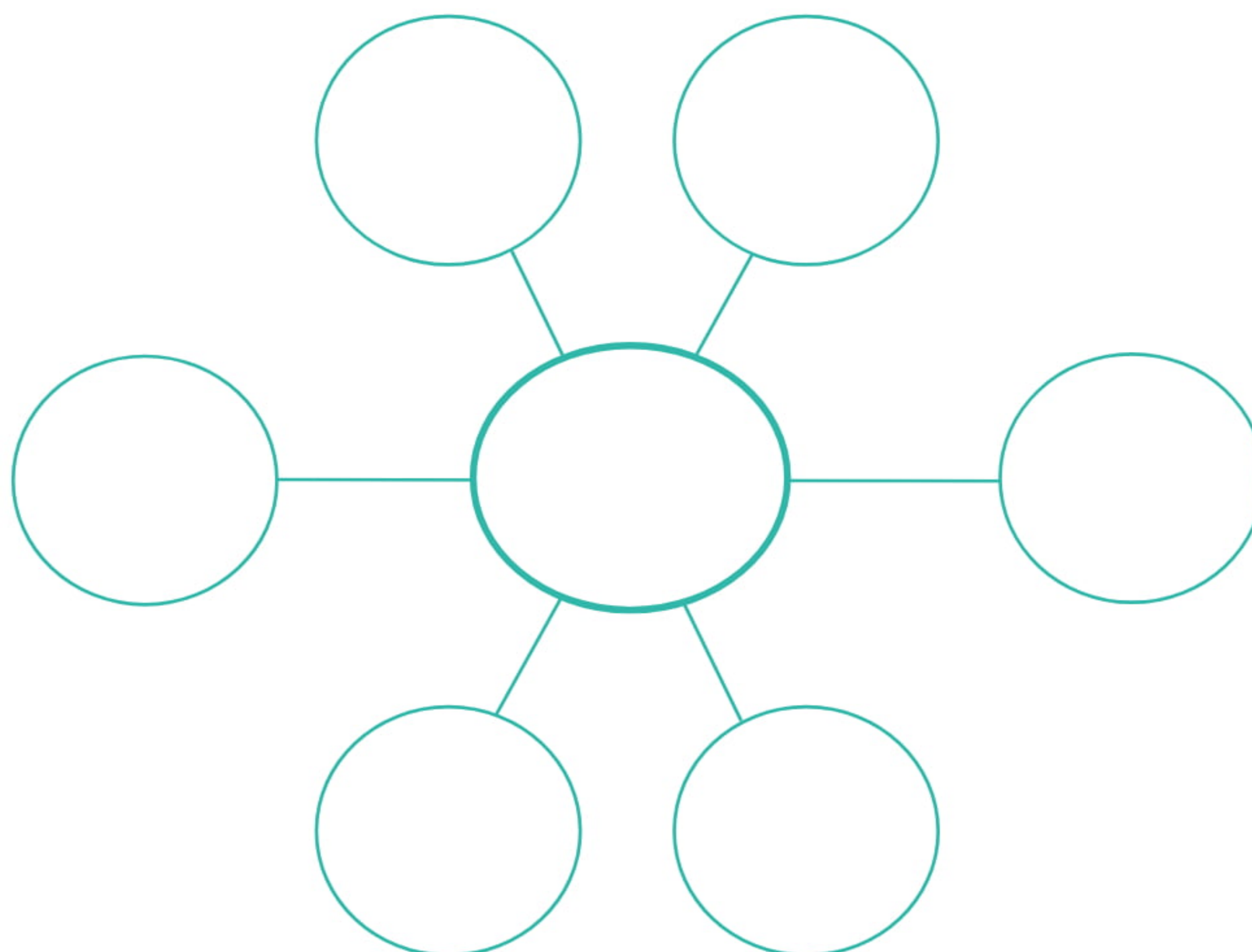
Follow the directions to reflect on your topic.

A Choose a prompt:

- In order to make a profit, companies need to promote their products to consumers and convince them to buy. What are three ways companies attract consumers?
- Shopping is sometimes jokingly called “retail therapy,” and many people say that shopping makes them feel good. Why do some people shop to feel better?
- Think about a company and/or its products that you like, such as a shoe company or a car company. Explain why the company appeals to you. Consider the way the company does business, how it advertises its products, and the quality of its products.
- A topic approved by your instructor

B Work with a partner and complete the following tasks:

- 1 Think about your prompt. Decide what you will focus on in your essay.
- 2 Complete the cluster diagram below. Write down as many ideas as you can. Add more circles if you need them.
- 3 Write a possible thesis statement.



Possible thesis statement:

.....

.....

2 EXPAND YOUR KNOWLEDGE

In this section you will learn academic language that you can use in your academic essay. You will also notice how a professional writer uses the language and features of academic essays.

A Academic Vocabulary

The words below appear throughout the unit. Many are from the Academic Word List. Using these words in your writing will make your ideas clearer and your writing more academic.

alternative (adj)
coincide (v)

commitment (n)
ethical (adj)

excessive (adj)
expose (v)

radical (adj)
widespread (adj)



2.1 Focus on Meaning

Work with a partner. Read the sentences. Decide the meaning of the words in bold and circle the correct answer.

- 1 The new soda commercial tried to show that diet drinks are safe, **alternative** options to higher calorie sodas made with natural ingredients. **Alternative** means
 - a better.
 - b other, different.
- 2 When signing a new contract for a cell phone service, many consumers must make a two-year **commitment** to the company's services. **Commitment** means
 - a a promise to do something.
 - b a record of something.
- 3 Many companies have special sales events, such as Presidents' Day sales, during periods that **coincide** with national holidays. **Coincide** means
 - a happen at a different time.
 - b happen at the same time.



- 4 An important **ethical** concern for any company is treating all employees fairly. **Ethical** means
- a relating to what is right or wrong.
 - b relating to financial concerns.
- 5 Many people begin shopping for Christmas gifts just after Thanksgiving, but there is a growing movement questioning this **excessive** focus on gifts and little focus on religion. **Excessive** means
- a extreme; unnecessary.
 - b very important.
- 6 Taking children on shopping trips is an opportunity to explain how to get good value for the money they spend. This can **expose** them to good consumer habits. **Expose** means
- a change someone's mind about something.
 - b offer an experience.
- 7 The company was losing money on traditional ads, so it tried something **radical**. It stopped advertising altogether. **Radical** means
- a extreme.
 - b small.
- 8 The **widespread** thinking that organic products are healthier choices grew out of a natural farming and anti-pesticide campaign that has gained national attention and influence. **Widespread** means
- a affecting many places or people.
 - b providing new knowledge.

B Academic Collocations

Collocations are words that are frequently used together. Research tells us that the academic vocabulary in Part A is commonly used in the collocations in bold below.



2.2 Focus on Meaning

Work with a partner. Match the phrases to their meanings. Write the letters.

- | | |
|---|--|
| 1 The biggest snowstorm of the year coincided with Christmas Eve, normally a big shopping day. | a a different way of doing something |
| 2 According to surveys, millions of Americans share the widespread belief that genetically modified foods are not healthy. | b promise to do something |
| 3 Some shoppers don't like to carry cash or credit cards. An alternative approach is paying by mobile phone. | c happened at the same time |
| 4 You often must make a commitment to stay with a phone plan for two years to avoid a fee. | d a feeling in many places or among many people that something is true |
| 5 Many people feel that excessive consumption is bad for the environment and can also lead to debt. | e buying or using too much |

C Writing in the Real World

The author of “Buy Nothing Day” uses features of academic essays to strengthen his argument.

Before you read, answer these questions: What does it mean to consume responsibly? How do you think the world would be different if people bought fewer things?

Now read the article. Think about your answers to the questions above as you read.

SCOTT HARRIS

BUY NOTHING DAY

(ADAPTED)

- 1 Some people are trying to change the culture of consumerism in North America. For them, the most important day in their calendar is Buy Nothing Day. On this day, these anti-materialists congregate in shopping malls around the country. They take out their credit cards and cut them up. They wander through department stores in single file, often walking and acting like zombies. They push empty shopping carts and buy nothing. For twenty-four hours, they **make a commitment** to spend no money at all.
- 2 Buy Nothing Day is scheduled each year to take place in late November so that it **coincides with** the beginning of the busiest shopping period of the year in North America – the month leading up to Christmas day. The idea started in Vancouver, Canada, in 1992 and is now “celebrated” in more than 65 countries. Yet, despite the relative success of the movement, many question whether or not it has any effect whatsoever. They wonder whether it is more than just an empty gesture that makes those who celebrate it feel good about themselves, but has no effect at all on shoppers’ habits.
- 3 One of the organizers of Buy Nothing Day, Tyler Collins of Edmonton, Canada, is aware that “there’s a great deal of stigma¹



surrounding Buy Nothing Day with the average consumer.” In the minds of the general public, there is a **widespread belief** that proponents of Buy Nothing Day are trying to “crash the system” and trying to stop people from buying anything. So Collins has made it his goal to change that perception. His goal now is to use Buy Nothing Day as an opportunity to **expose** shoppers to an **alternative** way of thinking about shopping. He wants consumers to be forced to hesitate a moment and think about their buying habits.

- 4 Ironically, another anti-consumerism activist,² Michael Kalmanovitch, is the owner of a general store. He has celebrated every Buy Nothing Day since it started in

¹stigma: a strong feeling of disapproval that many people have about something

²activist: someone who tries to create social and political change

1992. He judges the success of Buy Nothing Day by seeing how much less money he makes in his store on that day. When he first marked Buy Nothing Day, he kept the store open. When shoppers tried to buy something, he told them that there were to be no transactions on that day. He realizes now that this approach was counterproductive.³ It just made shoppers unsympathetic to his cause because they did not enjoy being told what they could or could not buy. Now he keeps the store open, but when shoppers come in or want to make a purchase, he uses it as an opportunity to raise consciousness. His staff tell the shoppers, “Do you know it’s Buy Nothing Day? We’d appreciate it if you didn’t buy anything from our store or anywhere else for that matter, but we respect that it’s your right or your decision to do whatever you feel is appropriate.”

- 5 Some activists feel that Buy Nothing Day does not go far enough to discourage **excessive consumption**. They think

stopping people from shopping for just one day doesn’t achieve much. It simply stops a few well-off individuals from shopping for a day, after which they will simply buy more on subsequent days. Laura Bercovitz, who has promoted Buy Nothing Day since its inception and is worried about being misinterpreted by such critics, is therefore now promoting a **radical alternative**: Buy Nothing Christmas. She wants consumers to stop spending throughout the complete holiday period.

- 6 Tyler Collins, Michael Kalmanovitch, and Laura Bercovitz may have different strategies, but they have one common goal. They are trying to promote **ethical** consumption. In many cases, this means buying products that are produced locally and sold in small locally owned stores. They want consumers to be made more aware of what they are doing when they are shopping. They want them to ask themselves how their consumerist habits might be having an impact on the environment and the world.

³counterproductive: having an effect that is the opposite of what you intended



2.3 Check Your Understanding

Answer the questions.

- 1 What is Buy Nothing Day trying to change about society?
- 2 Why have some people proposed changes to Buy Nothing Day? What are the changes, and which ones do you think would be most effective?
- 3 Do you agree with the goals of the Buy Nothing Day organizers? Why or why not?



2.4 Notice the Features of Academic Essays

Answer the questions.

- 1 Look at paragraph 1. Which sentences draw the reader in?
- 2 Look at paragraphs 3, 4, and 5. What is the main idea of each paragraph?